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ABSTRACT

This issue of the Multi-State Consortium on Performance-Based Teacher Education (PBTE) newsletter presents: (1) a portion of the New York State Board of Regents report endorsing a competency-based, field-centered approach to teacher education, dealing with "...the Preparation and Practice of Professionals for Elementary and Secondary Education"; and (2) an excerpt of an article by W. Robert Houston, originally appearing in "Strategies and Resources for Developing a Competency-Based Teacher Education Program," which discusses various approaches to developing a program of teacher education based upon teacher competencies. Also presented are short discussions on regional invitational PBTE conferences, the meshing of preservice and inservice education in one continuum, and the construction of tests predicting how well a teacher will perform after completing his or her training. (MJB)

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P B T F

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New York State Master Plan

The impact of the professional staff of the public schools on the State and its citizens is of dramatic significance. That staff affects generations of citizens in their most formative years, and almost all of the State's population is affected thereby. The importance of the teaching population is highlighted by the fact that approximately three-quarters of a school district's operating budget is directly related to the support of the professional staff.

a. The Present Situation

The mandatory requirement of a baccalaureate degree for elementary school teachers, special subject teachers, and teachers of academic subjects was established in 1936. In 1943, the fifth-year requirement was enacted for teachers of academic and special subjects. In 1963, this requirement was extended to elementary school teachers.

These three key dates represent major modifications in New York's system of preparing most public school teachers, although the same basic approach to teacher preparation continued. Course work, including student teaching, led to a baccalaureate degree. In addition, 30 semester hours of graduate study were required.

ACCREDITATION

The State Education Department accredits collegiate programs and it has done so in the traditional fashion. It has looked at training and experience of the staff, the appropriateness of the curriculum in light of the certificate to be issued, admission and grading practices, and physical facilities to support the program. The Department, like the colleges themselves, has been unable to determine how well preparatory programs are meeting the needs of schools.

Rapid and significant change has occurred in the economic, cultural, and educational facets of our society. These changes indicate the need for a thorough reform of teacher education, certification, and practice. The reform must ensure that the public school professional staffs continue to be responsive to changing demands of school and society. It must result in a system that is competency-based and field-centered.

The New York State Regents, in its September publication "Education Beyond High School: the Regents Tentative Statewide Plan for the Development of Post-Secondary Education, 1972," endorsed a competency-based, field-centered approach to teacher education.

The section of the report entitled "In the Preparation and Practice of Professionals for Elementary and Secondary Education" describing the New York State plan follows:

b. Goal for Teacher Preparation and Certification

Certain underlying convictions exist about teacher preparation; they illuminate objectives of plans later outlined.

1. Pupil performance should be the underlying basis for judging teacher competence. (Such a basis is not now fully obtainable because of the limited knowledge about measurement itself.)
2. The basis for certification itself should be teacher competence, not merely the completion of college courses. Possession of a State certificate should represent an acceptable level of teacher competence in the performance of teaching duties.
3. The preparation of teachers should involve a number of pertinent agencies and individuals including schools, higher institutions, professional staffs, and relevant agencies.
4. Like other professions, teaching requires that professional personnel undergo continuous training; consequently, teachers should be expected to demonstrate competency periodically to maintain certification.

The Regents goal for the preparation and practice of professional personnel in the schools is:

To establish a system of certification by which the State can assure the public that professional personnel in the schools

possess and maintain demonstrated competence to enable children to learn.

With this goal, the Regents present the broad outlines of a plan to implement an improved system of teacher certification. A timetable has been developed to illustrate the action that is planned.

c. Implementing Needed Change

Since 1967, significant study has been given to a "performance," or competency-based program of teacher education, certification, and practice. The first real evidence of progress took place when the Regents sanctioned 12 trial projects in 1971.

These trial projects—initial attempts at a competency-based, field-centered approach to teacher education and certification—are the culmination of 5 years of discussion, conceptualization, and broadened understanding. Trial projects involve schools, colleges, professional staff, and teachers in training. Schools must identify their objectives, the competencies needed to reach those objectives, the evidence that such competencies are influential, and the training programs to develop those competencies.

Specific competencies must include the skills necessary for a well-educated person who is knowledgeable in the subject area to be certified and who can work with children in ways that will promote learning.

The trial project model is an incomplete one. Each project is working in a few certification areas at most, but the projects are an important and significant step in the development of a more complete teacher preparation and certification system. It will cover all areas of certification and will address preparation for entry into school service and maintenance of competency.

Between 1972 and 1976, the trial projects are expected to mature and serve as resources to develop a more complete reform of teacher preparation and practice. The trial projects should lead to a more comprehensive approach to shared responsibility for a competency-based, field-centered approach to prepare school personnel in support of the Regents goal and objectives. The Department staff has been organized to

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In this continuing feature, we will present excerpts from recent publications/speeches/papers relating to PBTE. The sources will be noted so that interested persons will be able to secure the entire document if they wish.

CONSTRUCTING A NEW TEACHER EXAMINATION

There is presumptive evidence that the task of constructing a test that will predict how well a teacher will perform as a teacher before he tries is impossible.

Item: Nobody understands what makes a teacher effective. Then how is it possible to select and construct items for a test of teacher competence?

Item: There is no satisfactory criterion of teacher success against which such a test could be validated if it were built.

Item: Teacher effectiveness is a complex, perhaps even idiosyncratic trait: different teachers in different situations achieve comparable effects in different ways. Then is it possible even to conceive of a single test which would be valid for different teachers in different settings?

Looking at these three items is a discouraging experience for a test constructor. Item one seems to rule out an approach through content validity. Item two cuts off an empirical approach. Item three implies that an internal consistency approach will not work. What is left?

The solution is to use a bit of each. Begin by selecting items on the basis of content—items that seem likely to relate to teacher competence. Caution: do not require universal or even general agreement among “experts.” Be hospitable: include any characteristic that is seriously defensible as likely to relate to teacher competence. Think of items not as having demonstrated validity but as representing hypotheses about validity to be tested later.

Then use a bit of an internal consistency approach to organize items into internally consistent subsets or “modules,” letting intermodule correlations fall where they may. This should produce a test that is interpretable, not as yielding one meaningful score but several distinct ones, each meaning what it means in a content validity sense, but without any empirically demonstrated relationship to teacher competence or performance.

Finally, pass the validation problem on to the client: ask not how valid the test is but where it is valid. Work with each user, first to help him define a composite of the meaningful modules which operationalizes his best guess as to what makes a teacher successful in a specific situation. Who is closer to the situation than he? If there is anyone closer, invite him to help.

PBTE Quotations

Work also with the user after he has used the test to find out how well it is working and how the composite might be altered to improve its fit—that is, its validity. Pay no attention to what works somewhere else, but concentrate on getting a composite that works here. Grass roots validity, that's the idea.

DONALD M. MEDLEY

University of Virginia

Specifications for a New Teacher Examination: A First Approximation, Published by Educational Testing Service

PRESERVICE AND INSERVICE EDUCATION TO BECOME PART OF A CONTINUUM

In a recent study completed by the writer, state education agency personnel responsible for teacher education and certification, expressed an attitude that preservice and inservice education should become a part of a continuum, with certification serving as only a formality to establish the point of growth in a teacher's education process. Under these conditions, the state credentialing agent would become just one of a series of checkpoints in a teacher's progression toward full competency. Renewal and advanced/specialization certification should increasingly become the responsibility of the local school district, training institutions, and the professional associations working hand in hand. Differentiation in staffing levels and responsibilities, as well as continuous skill training, must of necessity be situational and reflect the needs of local educational systems. The approach suggested by the writer would recognize that competence is more than a quality that exists in isolation or a minimum level; competence should depend at least in part upon the local teaching situation. The intention is not to shift the legal authority for the educational system away from the state level, but to focus upon perhaps changing roles for educational agencies at all levels.

MARSHALL L. FRINKS

*Florida State Education Department
“A Focus for Competency-Based Educational Systems”*

REGIONAL INVITATIONAL PBTE CONFERENCES

A series of seven regional invitational conferences on performance-based teacher education will be held during 1972-73 under the sponsorship of the Performance-Based Teacher Education (PBTE) Project of the American Association of Colleges for Teacher Education and the U.S. Office of Education.

The purpose of the conferences is to illuminate performance-based teacher education in its present stage of development. The conferences are designed to assist representatives of professional organizations, colleges and universities, school districts, and other agencies who are in the planning stages or who have already implemented performance-based programs to deal with issues related to performance-based teacher education.

The location, dates and the participating states of the seven regional conferences are as follows:

(1) *Salt Lake City, Utah; November 2-3, 1972; Alaska, Colorado, Idaho, Montana, Nebraska, North Dakota, Oregon, South Dakota, Utah, Washington, Wyoming*

(2) *St. Louis, Missouri; November 27-28, 1972; Iowa, Kentucky, Minnesota, Missouri, Wisconsin*

(3) *St. Louis, Missouri; November 30-December 1, 1972; Illinois, Indiana, Michigan, Ohio*

(4) *Dallas, Texas; January 8-9, 1973; Arkansas, Kansas, Louisiana, Mississippi, Oklahoma, Texas*

(5) *Atlanta, Georgia; March 12-13, 1973; Alabama, Delaware, District of Columbia, Florida, Georgia, Maryland, North Carolina, Puerto Rico, South Carolina, Tennessee, Virginia, West Virginia*

(6) *Boston, Massachusetts; April 16-17, 1973; Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont*

(7) *San Diego, California; May 14-15, 1973; Arizona, California, Guam, Hawaii, Nevada, New Mexico*

The conference programs will include activity sessions, clinical model demonstrations, readings and resource materials, and role-alike sessions. Alternative routes to arrive at the varied objectives which participants will have concerning PBTE will be provided.

The regional conferences are sponsored by the PBTE Committee of AACTE, the Teacher Corps in cooperation with the University of Toledo, and the National Center for Improvement of Education Systems in cooperation with the Texas Agency.

Excerpt

Designing a Performance Program

by
W. Robert Houston

Thousands of research studies have contributed little to the science of teacher education or to the identification of crucial competencies of teachers, thus program designers often flounder as they initiate the identification of program elements. Several approaches to identifying teacher competencies have been employed or are theoretically possible to use. From among them you may want to select one approach, modify one, or utilize a combination of approaches.

PROGRAM TRANSLATION. In the first approach, the staff simply reformulates current courses. The current requirements are rewritten as behavioral objectives for each course, with perhaps some changes in mode of instruction instituted. In some colleges, one course is piloted before others are translated to competency-based instruction. After an initial trial in which students are limited by terms or semesters, time constraints may or may not be lifted.

In an extension of the program translation approach, a fourth phase is added to the process. After each individual course has been reformulated in CBTE terminology, common elements or overlapping requirements are identified and handled as a separate course. Sometimes the name of the unit of instruction is changed from "course" to "component" or "module," but such alterations do not mask the typically minor nature of underlying programmatic changes.

In a variation of this theme, the common aspects of each part of the program are identified as "generic" teaching competencies. Specific methods courses, student teaching or internship, and psychological and sociological courses then build on this central core.

The program translation method is perhaps the easiest and most expedient approach to changing to competency-based teacher education. Its primary disadvantage is that total program review and reconstitution is limited. Other approaches to be described permit the teacher educator to reconsider the teacher preparation program from a new perspective and, after having done so, to make major changes from current practice.

TASK ANALYSIS. Sometimes referred to as role analysis, this approach observes the teacher in the act of teaching, analyzes what is occurring, and builds a teacher preparation curriculum based on that analysis. Hours of observation data are required. These may be written and trans-

This article, "Designing a Performance Program," appears in *Strategies and Resources for Developing a Competency-Based Teacher Education Program*, the publication described in the editorial. We have included this excerpt in order to give readers an indication of the quality of the overall work.

lated into competencies through a three-column instrument.

The first column observations, includes a running diary of precisely what the teacher did—wrote day's assignments on chalkboard, signed absence slip, for child, explained day's assignments to total class, called first group to reading circle, answered child's question about mathematics lesson, introduced new vocabulary words to reading group, and so on. The second column, Notes of Observations, includes notes by the observer on the teacher's actions—what may have caused each, what children were doing, comments, explanations, and speculations which clarify the observations. In the third column, Demonstrated Competencies, onsite observations and notes are translated into competencies and instructional objectives. Teacher educators may make the observation outlined above, or they may draw from observations of students, trained observers, or others.

A second procedure for making a task analysis requests teachers to reconstruct their daily activity log and to identify major competencies they feel are necessary for accomplishing such activities.

In the third task analysis process, teachers and other educational workers speculate upon what effective teachers actually do. In Huntsville, Alabama and in Houston, groups of educators responded first individually, then in small group interaction to the question, "What do effective teachers do when they . . . ?" The question was concluded using subgoals such as ". . . administer and interpret standardized tests?" The 36 subgoals which stimulated discussion in Houston are listed below. Another group might characterize teacher competencies in a different way or modify this listing, but the process does elicit explicit competencies required of teachers. These in turn can be written in greater detail as specific behavioral objectives.

TEACHER COMPETENCIES

The following list of teacher competencies are stated at a subgoal level; that is, they include a behavioral statement, but not the criteria for successful demonstra-

tion of the competence nor the conditions under which it is to be demonstrated.

Other educational workers can employ a similar process. For example, the principals in Area 2, Houston School District undertook a self-study, defining their responsibilities in much the same way as described above. Specific objectives, however, were explicitly related to the school and its clientele to which the principal was assigned. While the competency instrument included suggested objectives, these were modified by the principal in most cases to meet his particular situation.

A fourth procedure includes role differentiation in which teachers with similar approaches are grouped together for task analyses. Thus the variety of different successful styles of teaching are not blurred by combining them. Bruce Joyce has described four basic teaching styles which could form the organizational basis for differentiated task analysis. The four teacher models were: "(1) those oriented toward social relations and toward the relation between man and his culture and which draw upon social sources; (2) those which drew on information processing systems and descriptions of human capacity for processing information; (3) those which drew on personality development, the process of personal construction of reality and the capacity to function as an integrated personality as the major source; (4) those developed from an analysis of the processes by which human behavior is shaped and reinforced." While Joyce does not indicate that these four teaching styles are the only ones, they do provide insight into the differences among teachers which are relevant for those designing teacher education programs.

Results of a comprehensive four-year longitudinal study of teacher-stances further substantiate the need for differentiated competency requirements. Employing interviews and observations, Olmsted examined teacher's styles when interacting with children, relating to the profession, and assessing personal ambitions. Seven stances were identified; three were professional, two technological, and two inoperative. The three professional stances were classified as child-focusers, task-focusers, and pragmatists. While teachers in each category functioned differently, the common dimension was their professional devotion to teaching and the effectiveness of their results. Even if the assumption is made that preparation programs should be designed to educate only professionally effective teachers, this range of personal stances argues for designed variations in programing and program requirements.

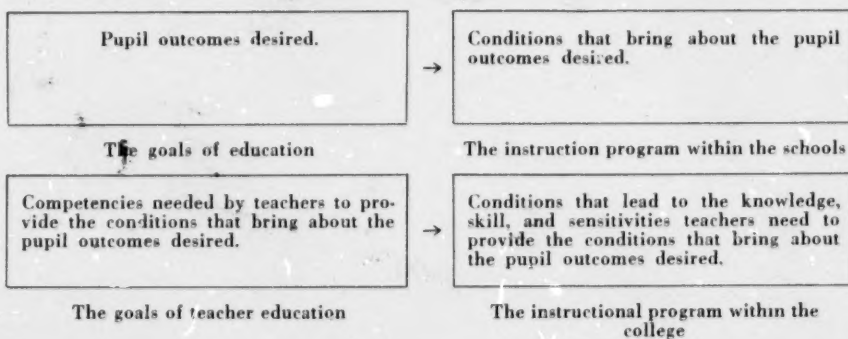
PERFORMANCE PROGRAM

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CHILD-ORIENTED SYSTEM. In the third major approach to program design, the children themselves are analyzed. What are they like? What are the goals of the school for them? What is the school curriculum like? From all this, what should teachers be like? In the elementary models program, the University of Georgia employed this approach to designing a teacher education curriculum.

Once the elementary school objectives were determined, pupil learning behaviors which would guide children in acquiring characteristics represented by these objectives could be identified. From these teacher teaching behaviors, the core for the job analysis, could be formulated.

The process model to be followed in the design of pupil-oriented teacher education programs was outlined in the Oregon Feasibility Study.



This approach to teacher education assumes that a direct relation can be derived between pupil objectives, teacher actions, and teacher training requirements. While basic in its intent, it sometimes suffers from the many intervening factors between the teacher education program and pupil growth and development in the school.

NEEDS ASSESSMENT. The fourth approach is similar to that explained above in that it too examines the consequences of teacher action, and then formulates the teacher education program in such a fashion that graduates can cope with those consequences. In this approach, the needs of society or the needs of a particular school, community, population sub-culture, or other target group are assessed. What changes are desirable for them? How will they be affected by an evolving societal and technological world? From this needs assessment, the specifications for a teacher education program are derived deductively.

The assumption is that knowledge of the real and vital needs of society can be translated into school programs for children and youth and, consequently, into training programs for educational workers. The rapidly evolving needs and emphases today preclude our stopping the progress while we get a total fix on societal needs and the implications for training. Often the need is no longer critical before the first trainee has completed the program designed to cope with that need. Nevertheless, this approach is important, and deserves consideration by anyone purporting to revitalize teacher education.

THEORETICAL. In the fifth approach, a theoretical position is assumed, and the teacher education programs build around that position. Perhaps the best example of this approach is the Michigan State University elementary model. The authors posited that the effective teacher (1) is an effective student of human behavior (that is, a practicing behavioral scientist), and (2) em-

In a similar procedure, Bruce Joyce designed a preparation program for the "teacher innovator." He hypothesized that effective teachers are those who feel free to combine personal creativity with ability to work with others in an innovative rather than imitative fashion.

At Illinois State University, a group composed of faculty in social science from the Colleges of Arts and Science and Education posited that effective social science specialists in the elementary school would be able to make, assess, and draw implications from hypotheses about social phenomena. From this basic stance, a number of more specific objectives were derived.

CLUSTER APPROACH. In this approach, the program designers first identify a number of curriculum areas, then deductively reduce them to statements of greater and greater specificity until finally behavioral objectives are derived. This approach was employed by Claude Cheek and a statewide team in Texas to design a special education program. Four successive levels of objectives were identified: cluster, competency, competency component, and behavioral objective. After the clusters were identified, each was analyzed into several competencies, each of which was then subdivided into several more explicit competency components, and finally each competency component was restated as a number of behavioral objectives.

The cluster approach has also been employed by Edward L. Meyen to design a program for curriculum coordinators and supervisors. This approach has the advantage of aiding the developer to focus on progressively more narrow and more specific aspects of the curriculum, thus eliminating the mind-boggling problem of simultaneously dealing with specific objectives in the total program. Its disadvantage is in its initial assumption that the clusters indeed are the basic building blocks of the curriculum, and that all deductively derived objectives are equally important for the teacher.

An analytical step often follows the division and specification of competencies and objectives in which they are compared, duplications noted, and assessment made of the relative importance of objectives.

IN SUMMARY. The heart of CBTE is in the objectives established for its graduates. A CBTE program can be no better than the objectives it specifies, for they determine the parameters of all else. Six distinct ways for arriving at a set of objectives have been described and illustrated in this section. They can be employed individually or in various combinations to determine the initial set of objectives.

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monitor, evaluate, and support the trial projects. Information and data gathered by the development of the projects will be made widely available.

1. Accreditation of Teacher Preparation Program

Procedures used provide helpful information about the organization and operation of the preparatory program. However, they do not provide significant data on program quality, especially as it relates to the capabilities of students who complete the program.

As accreditation procedures are improved, the focus for determining a program's potential, and, hence, whether it should receive initial approval will center on answers to the following two questions:

- a. What skills, knowledge, and attitudes should the student demonstrate at the completion of the program?
- b. What evidence will be acceptable to demonstrate that the skills, knowledge, and attitudes desired have been achieved?

Once the program is operating, the Department will require a second stage of accreditation (registration) and it will focus on answers to these two questions:

- a. What evidence is available to demonstrate that graduates have achieved the desired skills, knowledge, and attitudes?
- b. What evidence is available to indicate that the desired skills, knowledge, and attitudes are appropriate?

The institution of the reform in accreditation will take place in three stages. First, all new programs proposed for initial approval after September 1, 1973, will need to show that they are competency-based and field-centered. They will also need to show that there has been a significant and functional involvement in program development by representatives of school districts and by the districts' bargaining agent.

Second, programs seeking "registration" (the second step of the accreditation process) will also be required to demonstrate that they are competency-based and field-centered. School district and professional staff involvement will need to extend beyond development to include implementation and evaluation. It is expected that all preparatory programs will be operating under the new system no later than 1980.

Third, beginning no later than 1985, the Department's accreditation focus should be primarily on the performance criteria neces-

sary for certification and the means used to assess the criteria.

2. Certification

Several states are currently exploring the development of a statewide examination for certification. The Educational Testing Service is also revising the National Teacher Examination. These developments, in addition to the work being done by the establishment of the Regents External Degree Program, will be carefully studied and evaluated to determine the feasibility of establishing a statewide examination system in New York.

EXPANSION OF THE OPPORTUNITIES FOR MEETING PERMANENT CERTIFICATION REQUIREMENTS

The efforts noted above will apply to the acquisition of both provisional and permanent certification. Opportunities to acquire permanent certification should be expanded. Expansion efforts will be aimed at the improvement of professional service, not merely on graduate study per se. Three specific activities are planned:

- a. The acceptance of approved examinations, such as the College Proficiency Examinations, as college credit toward required graduate study. These examinations are now used to waive a specific course requirement, but the candidates must complete an equivalent amount of graduate credit.
- b. The launching of pilot efforts to allow provisionally certified teachers to acquire permanent certification in ways directly related to improving their professional service. Such pilot efforts might be encouraged within such units as a large school district, a BOCES area, or a regional planning center.
- c. The development of an external master's degree in education which will grant credit for knowledge gained through inservice work, graduate study, life experience, etc., validated by appropriate assessment procedures.

In line with the target dates identified under "Accreditation" above, the Department will not accept applications for individual evaluations after September 1, 1980. All persons seeking certification, unless eligible under the Interstate Certification Compact, will have to be recommended for certification on the basis of an assessment of their competence.

Two additional major changes should take place in 1980. In meeting the goal that requires certificate holders to maintain demonstrated competence to enable

children to learn, it is proposed that (1) the State will cease to issue permanent certificates, and (2) the State will impose a periodic assessment on persons certified after September 1, 1980.

This step in the achievement of the goal should be fully realized after 1990. At that time, staff behaviors that positively affect pupil performance will have been validated and should become the focus for the periodic assessment requirement. Until then, periodic assessment will be on those staff behaviors which by tradition and logic are viewed as important.

3. Continuing Education

Beginning September 1, 1980, opportunities should be available for all staff to maintain demonstrated competence in their area of certification.

During 1972-77, the Department will study ways to develop and implement a continuing education system. The Department will assess efforts presently existing in the State, encourage some existing and/or new efforts, develop and discuss the merits of possible models, and prepare appropriate documentation to establish a statewide system of continuing education for teachers. One possible model would be the career development center. A second model is that of teacher centers. The teacher center model and other possible models may well form a significant part of a State system of continuing education for teachers.

Some of the important characteristics of the career development center are:

1. Being located within a stated geographic area;
2. Possessing the potential for multi-agency involvement of schools, colleges, professional associations, museums, libraries, and other pertinent agencies;
3. Cataloging resources;
4. Marshalling resources;
5. Maintaining cooperative relationships with other regional functions;
6. Being responsible to the State; and
7. Being supported by public funds, fees, and other sources.

The career development centers might be designed and governed in different ways, but with the single purpose of responding to the needs of school staff. One common arrangement would entail cooperative planning and implementation by representatives of several agencies including public school teachers and administrators and college staffs. A permanent leadership staff would manage the center and report to the cooperative governing board.

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A second model, which could be incorporated within a system of career development centers or which might operate independently, is the teacher center. These would be similar to teacher centers operating in Great Britain under the aegis of the Schools Council. Teacher centers would be established, governed, and operated exclusively by teachers who would match the available resources with their own learning needs.

In the development of a statewide system of continuing education for teachers, it might be appropriate for half of the units involved to follow the teacher center model.

d. Implications of the Plan

Some of the far reaching implications of this plan are as follows:

1. A visible and determined effort to assure that the preparation of professional personnel has a direct relationship to acceptable performance standards;
2. The identification and implementation of mechanisms to identify persons who have the potential to become competent professional staff members;
3. An expansion of ways by which training can be accomplished to satisfy the stated competencies from formal course work to independent and nondirected study;
4. A move away from requiring only graduate study for permanent certification. This will serve to reduce the number and scope of graduate degree programs in education; and
5. The use of personnel with varying levels of competencies in the elementary and secondary schools. School districts and their professional staffs

**BUREAU OF TEACHER EDUCATION
STATE EDUCATION DEPARTMENT**

ALBANY, NEW YORK 12204

EDITORIAL

The Multi-State Consortium on Performance-Based Teacher Education is pleased to announce the publication of *Strategies and Resources for Developing a Competency-Based Teacher Education Program* by W. Robert Houston, director of the Competency-Based Teacher Education Center at the University of Houston, Texas.

The preparation of the manuscript was sponsored by the New York State Education Department with the publication and distribution costs assumed by the consortium. Educators who have reviewed the manuscript have been unanimous in their praise for what many believe to be "the best single work available for persons interested in developing a competency-based teacher education program."

In order that readers may sample the contents, we have included in this issue an excerpt from this lengthy work. Publication is scheduled for December 1. A limited number of copies will be available to readers, free of charge, upon request. Interested persons should contact:

Editor, PBTE Newsletter

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will need to study the present roles and responsibilities of their staffs to accommodate these variations and to participate actively in the training of personnel to carry out the schools' objectives.

e. Specific Conclusions

1. The Regents support the need to reform the preparation and practice of teachers in the elementary and secondary schools.

2. The Regents declare that the need to base certification on demonstrated competence is imperative and must be met in the shortest possible time period.
3. The Regents direct the Department to accept the task of working toward the necessary reform as one of highest priority. All potential avenues that might help to meet the Regents goal should be explored.

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